



## **Programme Specification**

### **Creative Music Technology [Frenchay]**

Version: 2026-27, v2.0, Validated

## **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	3
Part B: Programme Structure.....	8
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	11
Part D: External Reference Points and Benchmarks .....	11
Part E: Regulations .....	12

## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Creative Music Technology [Frenchay]

**Highest award:** BSc (Hons) Creative Music Technology

**Interim award:** BSc Creative Music Technology

**Interim award:** DipHE Creative Music Technology

**Interim award:** CertHE Creative Music Technology

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** Yes

**Credit recognition:** No

**School responsible for the programme:** CATE School of Computing and Creative Technologies, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:**

Joint Audio Media Education Services (JAMES)

**Modes of delivery:** Full-time, Sandwich

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2026

**Programme code:** WJ3900

## **Section 2: Programme Overview, Aims and Learning Outcomes**

## Part A: Programme Overview, Aims and Learning Outcomes

**Overview:** The programme explores core areas of music creation, sound design, production, post-production and creative technologies, including studio and live sound and coding for audio.

It is shaped by industry needs and underpinned by principles of innovation, ethical problem-solving, and interdisciplinary collaboration.

Students evolve from technically capable practitioners into autonomous, entrepreneurial creatives, equipped to meet the demands of the audio and music industries. Learning is embedded in real-world scenarios, guided by active industry professionals and connected to Bristol's vibrant creative sector.

The programme's distinctive strength lies in its fusion of technical rigour, artistic exploration, and career-focused professional immersion.

**Features of the programme:** Industry-Embedded Learning: Delivered by experienced practitioners, the programme integrates real-world expertise, professional networks, and entrepreneurial insight into teaching, ensuring relevance and career readiness.

Professional Environments: Students engage with industry-grade studios, live spaces, and digital platforms, supported by UWE Bristol's Centre for Music and partnerships across Bristol's creative sector.

Practice-Based and Project-Led: Learning is grounded in authentic scenarios and collaborative projects that mirror professional workflows, fostering technical confidence, creative autonomy, and a distinctive artistic identity.

Interdisciplinary and Entrepreneurial Focus: The curriculum encourages innovation across music, sound design, and creative technologies, preparing students to lead ventures and respond to emerging industry trends.

**Ethical and Sustainable Practice:** Students explore contemporary issues including inclusivity, legal compliance, and sustainability, developing responsible approaches to technology, production, and creative leadership.

**Bristol as a Creative Hub:** The programme leverages Bristol's vibrant cultural ecosystem, offering students unique opportunities to connect with the city and contribute to its dynamic audio and music industries.

**Placement year:** A placement year is optional, nonetheless, students are strongly encouraged to take up this opportunity. The University and the School provide support in preparation for the placement in a number of ways. For example, the School arranges a series of talks from former placement students and industrialists, aimed at illustrating the benefits of the placement year. Support in applying for placements is also provided through CV workshops, advertising of placement vacancies and more general information on careers and employability. Students who elect not to do a year-long placement are encouraged to gain work experience in other ways, for example through volunteering, summer internships, and entrepreneurial schemes.

If a student opts to take a placement year, they must also take the relevant Level 6 module, while they are undertaking the placement.

**Educational Aims:** The programme in Creative Music Technology has the following specific aims:

**Develop Creative and Technical Competence**

Equip students with the knowledge and practical skills to produce, design, and innovate across music production, sound design, and audio technologies in studio, live, and digital environments.

**Foster Critical Thinking and Reflective Practice**

Enable students to analyse creative and technical frameworks, evaluate professional literature, and apply structured methodologies to solve challenges in music and audio contexts.

**Cultivate Professionalism and Ethical Awareness**

Promote responsible, inclusive, and sustainable approaches to creative practice, aligned with industry standards, legal compliance, and safe working principles.

**Encourage Innovation and Entrepreneurial Thinking**

Support students in developing creative ventures and technical solutions that respond to emerging trends, market opportunities, and evolving industry needs.

**Support Personal and Professional Development**

Build autonomy, confidence, and leadership through research-led learning, collaborative projects, and career-focused experiences that prepare students for diverse roles in the creative industries.

**Leverage UWE Bristol's Creative Ecosystem**

Provide access to industry-grade facilities, practitioner-led teaching, and Bristol's vibrant cultural networks to enhance learning, collaboration, and professional engagement.

**Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

**Programme Learning Outcomes**

- PO1. Apply and synthesise specialist knowledge in music and related technologies to address creative opportunities in professional contexts
- PO2. Analyse and evaluate literature, concepts, theories, and practices in music technology and related subjects
- PO3. Operate and utilise a combination of software and hardware audio technologies in recording studio, media and live environments
- PO4. Act confidently and autonomously in undertaking research and delivery of projects with minimal direction

- PO5. Develop and collaborate with professional networks, taking responsibility for decisions, outcomes, and the development of team capabilities in dynamic and evolving contexts
- PO6. Design and execute creative projects and ventures, to address emerging trends, market opportunities, and industry challenges
- PO7. Demonstrate ethical awareness and professional standards by integrating sustainability, inclusivity, safe-working, legal compliance and industry values into ventures and projects
- PO8. Use advanced communication skills across a range of modes to effectively convey ideas, contexts and processes to varied audiences
- PO9. Apply critical thinking and problem-solving strategies for the music and creative industries

**Assessment strategy:** Assessment across the programme is designed to reflect the diverse, creative, and evolving nature of professional practice in music, sound, and audio technologies. A wide range of assessment methods is employed to ensure students can demonstrate their learning in authentic, meaningful, and inclusive ways. These include creative portfolios, real-world briefs, reflective writing, technical documentation, and practical coursework. Each method is carefully aligned with the programme's learning outcomes, supporting the development of specialist knowledge, critical thinking, technical proficiency, and professional competencies.

The strategy is programmatic and progressive, with assessments evolving in complexity and independence across levels. Early-stage assessments focus on foundational skills and conceptual understanding, while later stages emphasise autonomy, innovation, and leadership. Students engage with live scenarios and collaborative projects that mirror industry workflows, encouraging creativity, problem-solving, and teamwork. Opportunities to explore specialist areas such as sound design for media, live technologies, and audio engineering are supported through discipline-specific assessment formats that reflect real-world expectations.

Research and scholarly inquiry are embedded throughout the assessment strategy. Students are expected to critically engage with academic literature, technical frameworks, and industry standards to inform their work. Reflective and technical

writing tasks support the development of research literacy and evidence-based decision-making, enabling students to articulate their creative and technical choices with clarity and rigour.

Formative feedback and feedforward are embedded into all teaching sessions, supporting students in developing their work iteratively and with confidence. This includes verbal feedback during practical activities, peer review, and tutor-led guidance on work-in-progress. Summative assessment feedback is provided in a variety of formats, including written commentary and dialogic feedback, ensuring students receive clear, actionable insights to support future development.

Assessment is inclusive and accessible, with varied formats designed to accommodate different learning styles and backgrounds. It also embeds sustainability and ethical awareness, encouraging students to consider the broader impact of their work. The strategy supports the development of graduate attributes including professionalism, enterprise, global awareness, and digital fluency, ensuring students are well-prepared for employment, further study, or entrepreneurial ventures.

**Student support:** Students will have access to our industry-grade studio spaces, equipment, labs, live spaces and appropriate professional software to scaffold and align their learning and support myriad graduate destinations.

Students on this programme benefit from a comprehensive network of academic, technical, and pastoral support. Teaching staff are active industry practitioners who provide guidance informed by real-world experience, while technical teams offer hands-on support in studios, live environments, and digital labs. Students also have access to dedicated Student Experience Coaches, who offer personalised support around academic skills, wellbeing, and navigating university life. The School Office provides essential administrative support, helping students manage timetables, assessments, and general programme queries efficiently.

Formative feedback and feedforward are embedded into all teaching sessions,

supporting students in developing their work iteratively and with confidence. Summative assessment feedback is provided in a variety of formats, including written commentary and dialogic discussion, ensuring clarity and actionable insight.

Students benefit from access to UWE Bristol's extensive library collections, including physical and digital resources relevant to audio, music, and broadcast technologies. The library also offers tailored study skills support, including workshops, one-to-one guidance, and online resources to help students develop research, writing, and critical thinking skills.

The programme is supported by UWE Bristol's Wellbeing and Disability Services, which provide confidential advice and support for students with mental health needs, disabilities, or specific learning differences. The university is committed to making reasonable adjustments to ensure that all students can participate fully and succeed, removing barriers to learning and assessment wherever they arise.

Students also have access to a range of extracurricular and co-curricular opportunities, including collaborative projects, showcase events, and community engagement. Where additional opportunities such as field trips, external workshops, or professional certifications are offered, students will be informed in advance of any associated costs. The programme connects students to Bristol's vibrant creative sector, offering real-world engagement and networking opportunities that support both academic and career development.

## **Part B: Programme Structure**

### **Year 1**

Full-time and Sandwich students must take 120 credits from the modules in Year 1.

#### **Year 1 Compulsory Modules (Full-time and Sandwich)**

Full-time and Sandwich students must take 120 credits from the modules in Compulsory Modules (Full-time and Sandwich).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
--------------------	---------------------	---------------

UFCEQG-30-1	Music Production 2026-27	30
UFCEQP-30-1	Studio Recording and Live Sound 2026-27	30
UFCEQF-30-1	Music in Practice 2026-27	30
UFCERD-15-1	Science of Sound 2026-27	15
UFCERK-15-1	Coding for Audio 2026-27	15

## Year 2

Full-time and Sandwich students must take 120 credits from the modules in Year 2.

### Year 2 Compulsory Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 60 credits from the modules in Compulsory Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UFCFQL-30-2	Sound Design and Post Production 2027-28	30
UFCERL-30-2	Write, Produce, Release 2027-28	30

### Year 2 Optional Modules (Full-time and Sandwich)

Full-time and Sandwich students must take 60 credits from the modules in Optional Modules (Full-time and Sandwich).

Module Code	Module Title	Credit
UFCFLL-30-2	Creative Computing 2027-28	30
UFCFRL-30-2	Research and Practice in Creative Technology 2027-28	30
UFCERT-30-2	Audio Engineering 2027-28	30
UFCERW-30-2	Live Technologies 2027-28	30

## Year 3

Full time students must take 120 credits from the modules in Year 3.  
Sandwich students must take 15 credits from the modules in Year 3.

**Year 3 Compulsory Modules (Full-time)**

Full-time students must take 75 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UFCFNR-30-3	Music Portfolio 2028-29	30
UFCES8-15-3	Careers/Showcase 2028-29	15
UFCES3-30-3	Sound Design Showreel 2028-29	30

**Year 3 Optional Modules (Full-time)**

Full-time students must take 45 credits from the modules in Optional Modules (Full-time).

Module Code	Module Title	Credit
UFCFTJ-15-3	Acoustics 2028-29	15
UFCEVK-15-3	Design and Fabrication 2028-29	15
UFCES4-30-3	Research and Development 2028-29	30
UFCESW-30-3	Broadcast and Live Engineering 2028-29	30

**Year 3 Compulsory Modules (Sandwich)**

Sandwich students on placement must take 15 credits from the modules in Compulsory Modules (Sandwich)

Module Code	Module Title	Credit
UFCFE6-15-3	Professional Experience 2028-29	15

**Year 4**

Sandwich students must take 105 credits from the modules in Year 4.

**Year 4 Optional Modules (Sandwich)**

Sandwich students must take 45 credits from the modules in Optional Modules (Sandwich).

Module Code	Module Title	Credit

UFCEVK-15-3	Design and Fabrication 2029-30	15
UFCES4-30-3	Research and Development 2029-30	30
UFCFTJ-15-3	Acoustics 2029-30	15
UFCESW-30-3	Broadcast and Live Engineering 2029-30	30
UFCES8-15-3	Careers/Showcase 2029-30	15

#### **Year 4 Compulsory Modules (Sandwich)**

Sandwich students must take 60 credits from the modules in Compulsory Modules (Sandwich).

Module Code	Module Title	Credit
UFCES3-30-3	Sound Design Showreel 2029-30	30
UFCFNR-30-3	Music Portfolio 2029-30	30

#### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

Graduates develop a distinctive creative identity and advanced skills in music production, performance, and sound design. They apply critical thinking and problem-solving in professional contexts, working confidently with audio technologies across studio, media, and live environments. Through real-world projects, they demonstrate autonomy, collaboration, and leadership. Graduates design innovative, sustainable, and ethically grounded ventures, underpinned by entrepreneurial and professional awareness. They communicate effectively with diverse audiences and are equipped for a wide range of roles across the audio, music, and creative industries.

#### **Part D: External Reference Points and Benchmarks**

The design and development of the BSc Creative Music Technology programme is informed by a range of sector-recognised reference points, including the QAA Subject Benchmark Statements for Music (2025) and Engineering (2023).

The programme aligns most closely with the Music benchmark, which recognises the interdisciplinary and plural nature of music study, encompassing creative, cultural, historical, technological, and scientific approaches. It acknowledges that “music may be studied as a creative, cultural, historical, technological or scientific discipline, or through a combination of these approaches.” This breadth is reflected in the programme’s integration of sound design, music composition and production, reflective practice and music business. Scientific and technological domains such as acoustics, psychoacoustics, signal processing, and computational methods are embedded within the curriculum, supporting students in developing technical fluency, analytical rigour, and a deep understanding of sound as both a creative and scientific phenomenon.

The Engineering benchmark further informs the programme, particularly in its emphasis on structured problem-solving, systems thinking, sustainability, and ethical practice. Students engage with engineering principles in the design and operation of audio systems, live environments, and digital workflows, preparing them for roles that require both technical expertise and creative adaptability.

The programme is fully aligned with UWE Bristol’s values, which commit to transforming futures through outstanding learning, research, and enterprise. It supports the development of graduates who are ambitious, inclusive, innovative, collaborative, and enterprising, in line with the university’s strategic vision. The curriculum is designed to be practice-led, research-informed, digitally enabled, and inclusive, embedding sustainability, accessibility, and graduate attributes throughout the student experience.

In addition, the programme reflects the expectations of the UK Quality Code for Higher Education, and draws on institutional frameworks including the Learning and Teaching Strategy, Enhancement Framework, and Access and Participation Plan. These ensure academic standards, inclusive practice, and student success are embedded throughout the programme lifecycle.

## **Part E: Regulations**

Approved to University Regulations and Procedures.

